THE JOURNAL OF EXPERIMENTAL EDUCATION

ANNUAL INDEX

Volume 66
Fall 1997–Summer 1998

AUTHORS

Balli, Sandra J.; Wedman, John F.; and Demo, David H. Family Involvement With Middle-Grades Homework: Effects of Differential Prompting, Fall, 31–48.

Chmielewski, Todd L.; Dansereau, Donald F.; and Moreland, Jeremy L. Using Common Region in Node-Link Displays: The Role of Field Dependence/Independence, Spring, 197–207.

Crooks, Steven M.; Klein, James D.; Savenye, Wilhelmina; and Leader, Lars. Effects of Cooperative and Individual Learning During Learner-Controlled Computer-Based Instruction, Spring, 223–244.

Czuchry, Michael; and Dansereau, Donald F. The Generation and Recall of Personally Relevant Information, Summer, 293–315.

Geiger, Marshall A. An Examination of the Relationship Between Answer Changing, Testwiseness, and Examination Performance, Fall, 49–60.

Hamman, Douglas. Preservice Teachers' Value for Learning-Strategy Instruction, Spring, 209–221.

Higgins, Karen M. The Effect of Year-Long Instruction in Mathematical Problem Solving on Middle-School Students' Attitudes, Beliefs, and Abilities, Fall, 5–28.

Hoyle, Rick H. A Design-Sensitive Adjustment to the Parsimony Ratio for Evaluating Omnibus Fit of Structural Equation Models, Spring, 256–260.

Hutchinson, Susan R. The Stability of Post Hoc Model Modifications in Confirmatory Factor Analysis Models, Summer, 361–380.

Juhler, Sandra M.; Rech, Janice F.; From, Steven G.; and Brogan, Monica M. The Effect of Optional Retesting on College Students' Achievement in an Individualized Algebra Course, Winter, 125–137.

Klein, Perry D. The Role of Children's Theory of Mind in Science Experimentation, Winter, 101–124.

Luk, Suet Ching Weety. The Influence of a Distance-Learning Environment on Students' Field Dependence/Independence, Winter, 149–160.

Markus, Keith A. Judging Rules, Spring, 261–265.

Marsh, Herbert W. Simulation Study of Nonequivalent Group-Matching and Regression-Discontinuity Designs: Evaluations of Gifted and Talented Programs, Winter, 163–192.

Marsh, Herbert W.; and Hau, Kit-Tai. Is Parsimony Always Desirable: Response to Sivo and Willson, Hoyle, Markus, Mulaik, Tweedledee, Tweedledum, the Cheshire Cat, and Others, Spring, 274–285.

Mulaik, Stanley A. Parsimony and Model Evaluation, Spring, 266–273.

Sivo, Stephen A.; and Willson, Victor L. Is Parsimony Always Desirable? Identifying the Correct Model for a Longitudinal Panel Set, Spring, 249–255.

Stipek, Deborah; Givvin, Karen B.; Salmon, Julie M.; and MacGyvers, Valanne L. Can a Teacher Intervention Improve Classroom Practices and Student Motivation in Mathematics? Summer, 319–337.

Thompson, Bruce; and Snyder, Patricia A. Statistical Significance Testing Practices in *The Journal of Experimental Education*, Fall, 75–83.

Tuckman, Bruce, W. Using Tests as an Incentive to Motivate Procrastinators to Study, Winter, 141–147.

Von Minden, Avril M.; Walls, Richard T.; and Nardi, Anne H. Charting the Links Between Mathematics Content and Pedagogy Concepts: Cartographies of Cognition, Summer, 339–358.

Vrugt, Anneke, J.; Langereis, Marjan P.; and Hoogstraten, Johan. Academic Self-Efficacy and Malleability of Relevant Capabilities as Predictors of Exam Performance, Fall, 61–72.

Wang, Jianjun. Using SAS PROC MIXED to Demystify the Hierarchical Linear Model, Fall, 84–93.

TITLES

Academic Self-Efficacy and Malleability of Relevant Capabilities as Predictors of Exam Performance. Anneke J. Vrugt, Marjan P. Langereis, and Johan Hoogstraten, Fall, 61–72.

A Design-Sensitive Adjustment to the Parsimony Ratio for Evaluating Omnibus Fit of Structural Equation Models. Rick H. Hoyle, Spring, 256–260.

Can a Teacher Intervention Improve Classroom Practices and Student Motivation in Mathematics? Deborah Stipek, Karen B. Givvin, Julie M. Salmon, and Valanne L. MacGyvers, Summer, 319–337.

Charting the Links Between Mathematics Content and Pedagogy Concepts: Cartographies of Cognition. Avril M. Von Minden, Richard T. Walls, and Anne H. Nardi, Summer, 339–358.

The Effect of Year-Long Instruction in Mathematical Problem Solving on Middle-School Students' Attitudes, Beliefs, and Abilities. Karen M. Higgens, Fall, 5–28.

Effects of Cooperative and Individual Learning During Learner-Controlled Computer-Based Instruction. Steven M. Crooks, James D. Klein, Wilhelmina Savenye, and Lars Leader, Spring, 223–244.

The Effect of Optional Retesting on College Students' Achievement in an Individualized Algebra Course. Sandra M. Juhler, Janice F. Rech, Steven G. From, and Monica M. Brogan, Winter, 125–137.

An Examination of the Relationship Between Answer Changing, Testwiseness, and Examination Behavior. Marshall A. Geiger, Fall, 49–60.

Family Involvement With Middle-Grades Homework: Effects of Differential Prompting. Sandra J. Balli, John F. Wedman, and David H. Demo, Fall, 31–48.

The Generation and Recall of Personally Relevant Information. Michael Czuchry and Donald F. Dansereau, Summer, 293–315.

The Influence of a Distance-Learning Environment on Students' Field Dependence/Independence. Suet Ching Luk, Weety, Winter, 149–160.

Is Parsimony Always Desirable? Identifying the Correct Model for a Longitudinal Panel Data Set. Stephen A. Sivo and Victor L. Willson, Spring, 249–255.

Is Parsimony Always Desirable: Response to Sivo and Willson, Hoyle, Markus, Mulaik, Tweedledee, Tweedledum, The Cheshire Cat, and Others. Herbert W. Marsh and Kit-Tai Hau, Spring, 274–285.

Judging Rules. Keith A. Markus, Spring, 266–273.

Preservice Teachers' Value for Learning-Strategy Instruction. Douglas Hamman, Spring, 209–222.

The Role of Children's Theory of Mind in Science Experimentation. Perry D. Klein, Winter, 101–124.

Simulation Study of Nonequivalent Group-Matching and Regression-Discontinuity Designs: Evaluation of Gifted and Talented Programs. Herbert W. Marsh, Winter, 163–192.

The Stability of Post Hoc Model Modifications in Confirmatory Factor Analysis Models. Susan R. Hutchinson, Summer, 361–380.

Statistical Significance Testing Practices in *The Journal of Experimental Education*. Bruce Thompson and Patricia A. Snyder, Fall, 75–83.

Using Common Region in Node-Link Displays: The Role of Field Dependence/Independence. Todd L. Chmielewski, Donald F. Dansereau, and Jeremy L. Moreland, Spring, 197–208.

Using SAS PROC MIXED to Demystify the Hierarchical Linear Model. Jianjun Wang, Fall, 84–93.

Using Tests as an Incentive to Motivate Procrastinators to Study. Bruce W. Tuckman, Winter, 141–147.